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Vision

NOTE: Throughout this document, the term “parent” will refer to “parent and/or legal guardian”.

Overview

The Cocheco Arts and Technology Academy: a Public Charter School’s (CATA) objective is to establish an arts and technology high school in Dover, New Hampshire for 9th – 12th. CATA will serve students who desire a stimulating academic program in an environment where artistic talent and technical skill can thrive. CATA students will be nurtured as musicians, artists, performers and technicians of the finest caliber while acquiring the education required to excel in a post-secondary institution. CATA will promote students to become mature, compassionate contributing members of our community.

Options

In order to provide CATA students these opportunities, the Academy will provide a unique public education option with:

- A motivating academic program in mathematics, science, English, social studies and wellness.
- Arts and technology specialty classes.
- Arts and technology integrated into our college preparatory curriculum.
- Educational programs that take advantage of the diverse cultural resources in the community.
- Support services including one-to-one mentoring, after school tutoring, and optional summer programs.

Need

Dover is a small city of 27,000 people located in the Seacoast area of southern New Hampshire, 65 miles north of Boston. Dover High School and Regional Career Technical Center educates students from Dover, Barrington and Nottingham. Dover High School and Regional Career Technical Center currently enrolls 1,590 full time students, which is an 18% increase from the 1997-98 school year. This enrollment includes 1,021 students from Dover, 382 students from Barrington and 187 from Nottingham. Daily, Dover High also hosts approximately 136 students from outside the district. These students come from surrounding communities (including Maine) who are enrolled in classes offered through the Career Technical Center. Recently, the Dover School Board voted to initiate a cap of 1,575 students for Dover High. Students and parents will be looking for another choice for education.

Currently, Dover High School offers 7 fifty-minute class periods per day. The average class size is 25 students and Dover High School employs 139 full and part-time professional staff. Dover High School has the largest number of vocational programs in the seacoast, with over 500 students, 150 of them from surrounding regional schools. Out of the 333 2003 Dover High School graduates, of 48% were admitted to a 4-year college and 21% were admitted to a 2-year college program.

The Dover School District focuses on a systemic approach to change and reform to improve student achievement, student behavior management, school climate, curriculum, and program development. The transition from a traditional Vocational School Program to a Career Technical Center with an emphasis on modern technology exemplifies Dover’s efforts to create work-based learning opportunities. Dover High School has been very successful in creating a school within a school with the newly formed (2003-2004)

Freshman Academy. The Freshman Academy has resulted in positive student behavioral changes, proving that small school choices create widespread success for students..

The future of our children depends on quality education that will enable them to become creative learners, independent thinkers, and active citizens. Arts and Technology is the foundation or building blocks, which challenges students' perceptions and allows them to explore. Studying arts and technology also helps students flourish and improve academically to give them the quality of life they desire or to pursue arts or technology as a full time career. It has been proven that studying music and the arts increases a student's standardized test scores. We cannot expect our children to flourish without the support and guidance of a curriculum that will provide students new opportunities for those wishing to study arts and technology. CATA views arts and technology as a way to strengthen student's skills. Studying the arts combined with technology employs problem solving, role-playing, hypothetical stances, and reflection on process and product. Studying arts and technology also nurtures a respect for complexity, innovation and ingenuity.

Presently, there are no choice, or open-enrollment schools in New Hampshire. Open-enrollment schools provide parents and students with an option to pursue specific educational and career goals that are often not offered in the traditional public school setting. CATA is a school that will combine high academic expectations with opportunities for artistic development.

Strafford County is a very arts rich community and is home to professional artists, musicians, and performers. The Seacoast area has many arts service organizations including eleven regional and community theatre groups. The NH Arts Council website lists the Seacoast as the leader of juried artists in the state. Dover alone hosts 2 music schools, offering private and ensemble instrument and voice lessons; a music and arts school, offering music lessons as well as theatre and art classes; and three dance studios, offering lessons of different styles of dance for students ages 3 – adult. There are also many museums, art galleries, and regional theatres in our community.

The existence of these music, art and dance schools substantiates that there is a great need in the Seacoast community for music, art and dance instruction. Offering these disciplines through the public school system, will allow students the opportunity to strengthen their skills and expand their knowledge while participating in a comprehensive, stimulating and cumulative program of study. Providing a curriculum that includes music, arts and technology will offer students a unique educational opportunity while preparing them to be creative thinkers, and innovative problem solvers.

(a) Educational mission.

Overview

The mission of the Cocheco Arts and Technology Academy: a Public Charter School (CATA) is to provide excellence in secondary education in fundamental academics and performing arts, fine arts and technology related to the arts. CATA will be dedicated to creating an educational community where each student thrives, exploring personal interests in an atmosphere that encompasses different learning styles, individual learning opportunities, smaller class sizes and multiple methods of learning assessments.

Primary Goals and Strategies

- ***To promote excellence in education through innovative, engaging and challenging coursework.***

Teachers will constantly work to develop programs, class offerings and curricula that are tailored to challenge all students. The academy students and teachers will use every opportunity to bring education to life, making it personal, significant and stimulating.

- ***To promote increased skills for future choices such as admittance to arts-based and/or liberal arts colleges using a professional representation of their arts and technology-based skills i.e. portfolio, resume, audition, power-point presentation, etc.***

Each student will be matched with a mentor who will provide continuing guidance throughout the student's four years at CATA. This mentor will assist in the development of a professional representation of each student's abilities and potential. Examples of this are: a competitive audition combination that showcases a student's individual special talents; an artistic portfolio demonstrating an art student's skills, experience and knowledge; or a web-site designed and maintained by a student.

- ***To encourage and guide students to take responsibility for their education.***

All students will be encouraged to aspire to work to the highest of their ability by the guidance of the teachers, faculty and staff. Narrative report cards will allow teachers to communicate with parents about student's efforts and advancements. Students will therefore be graded not only on their accomplishments and proficiency but also on their efforts, developments and improvements. Students will be encouraged to ask questions in class, request appointments with teachers, and initiate project topics. CATA fosters self-advocacy in students and clarifies that success is supported by communication between teachers and students.

- ***To provide a curriculum that integrates arts and technology into the classroom rather than being a supplement to learning.***

All teachers will strive to integrate the arts into academic and non-traditional courses as a way to bring excitement into education. Teachers of the arts and technology classes will equally integrate academics into the performing arts, fine arts and technology programs of study. Math, science, English and humanities teachers will work closely with arts and technology teachers as well as artist and professionals to deepen their own understandings and to help build connections across all curriculums.

- ***To develop methods that identify, sustain and incorporate multiple learning styles and assessment enabling all students to attain their educational goals.***

CATA teachers and staff will incorporate multiple learning styles into all classroom programs. Students will be encouraged to understand a variety of learning styles and identify which style or styles best suits their needs. By integrating the arts and academics and by utilizing activity-based learning, a variety of learning styles are supported. Activity (or performance) based learning puts students in charge of their education and asks them to demonstrate their knowledge and skills of all material. Too often, students are asked to analyze and retain knowledge but rarely expected to create and apply it. CATA will use activity-based learning to move students to higher and more independent levels of thinking and processing.

- ***To nurture creative thinkers, independent learners, and active citizens.***

Students will focus on math, science, English and humanities during core learning sessions each day. Students will also participate in one or two elective classes each day such as art, computer science, fitness, foreign language, as well as their focus study such as performance art, fine art, or technology based. This

arrangement will expose students to a variety of educational experiences. This will also allow them to take advantage of the expertise of local artists, performers, professionals and technicians. Students will play a significant role in determining what subjects are offered for electives.

(b) Governance and organizational structure and plan.

Overview

The founding design team of CATA is made up of individuals committed to the philosophy and goals of this public charter school program. The primary function of the CATA design team is to support public charter schools, CATA and promote the charter school application through required channels and to appoint the initial Board of Trustees.

Board of Trustees

In accordance with RSA 194-B:5, the charter public school will be governed by a Board of Trustees, ranging from 5 – 11 members. Within three months of approval of this charter, the Board of Trustees will be made up of 5 – 9 members, including one or more founding Board members of CATA. The initial Board of Trustees will develop the schedule of terms for Board members and policies for filling Board vacancies. By CATA's third year of existence, this Board of Trustees will be comprised of eleven (11) voting members. This Board of Trustees will consist of:

- Two (2) parents of students enrolled in the school.
- Three (3) local, professional artists (minimum of one artist and one performer).
- Two (2) professional educators or direct student service providers.
- Two (2) technology professionals.
- Two (2) community members.
- One (1) non-voting student representative.

The Board of Trustees shall also have at least one member who is also on the board of directors for The Bell Center for Music and the Arts (hereon in referred to as "Bell Center"). This person may fill any of the listed required titles.

Design Team

CATA's design team was officially formed in the fall of 2003, although several members conducted research since fall, 2002. In the spring of 2003, Steven Dascoulias presented a proposal to research the need/want for a Dover area Charter School to the Board of Directors of the Bell Center. The Bell Center board unanimously agreed to support a Charter School research committee and agreed to be the not-for-profit fiscal agent. In September of 2003, Alexis Dascoulias began putting together a well-rounded team of people who were also interested in researching the feasibility of a regional charter high school to be established in Dover. Information about the project was disseminated to the public via local media and public informational meetings. The current design team has 10 active members with an average attendance of 12 – 14 people at any given bi-weekly meeting. Below is some background on the members of the CATA design team:

Autumn Allen is a Kindermusik instructor at the Bell Center. She was raised in Dover, NH and has a BS in Health Management and Policy from the University of New Hampshire. She is a member of Garrison

Players, has worked as an actress and stage manager in many local theater companies, directed children's theater at Seacoast Repertory Theatre, and was a theatrical producer at Noble High School.

Cathy Allen has been a Title I educator for over 15 years. She is a graduate of the University of New Hampshire and has a degree in Social Studies Education and Elementary Education. She has been active as a performer in many local theaters, and has seen first hand the value of the arts in education and the positive results it has with students of all ages.

Fran Chickering holds a MA degree in Developmental Psychology and previously held an Elementary Ed teaching certificate in Colorado. For the past decade Fran has been involved in the NICHD Study of Early Child Care until her recent move to UNH Cooperative Extension where she has been Project Coordinator for the Teen Assessment Project, a program involved with identifying critical issues for adolescents and mobilizing people to address these issues. She is a mother of two adolescents, one who home schools and one who public schools.

Alexis Dascoulias holds a BA in Theater Education from the University of New Hampshire and is a certified Speech and Drama teacher for the state of NH. She was the head of the Drama Department at Dover High School for seven years where she taught theatre arts, public speaking and English. Currently Alexis is the Education Director for the Seacoast Repertory Theatre's Portsmouth Academy of Performing Arts program. She has directed, produced, taught and performed throughout the Seacoast area for the past 14 years.

Steven Dascoulias is an A+ certified computer technician and is the Building Technology Coordinator at Dover High School in Dover, NH. Steven is a member of Actors Equity Association and has worked in regional theatres from Boston, MA to Portland, ME. Steven studied drama and musical theatre at the Boston Conservatory of Music and vocal performance at the University of New Hampshire.

John H. Deziel, holds a Ed.M., in Administration, Planning and Policy from the Harvard Graduate School of Education. John has more than 15 years of experience in education. John worked with low-income youth and families with the University of NH, taught ESL, also helped start a private boarding school. John was responsible for overseeing the approval process of Charter Schools and Private Schools in the Bureau of School Approval, NH Department of Education. Currently, John is working on USA Homeland Department Immigration and Customs Enforcement for the Center for International Exchange, SNHU.

Jeffrey Elwood, a graduate of SUNY and resident of Portsmouth, is a self-employed Web Consultant, teacher and musician. He was the founder of the Merrimack Jazz Ensemble, co-founder of Yankee Barnraising, and has been a member of the Strafford County Wind Symphony, the U.S. Navy Drum Corps, and the Bethany Worship Team. He is actively involved in various theatre and music programs on the Seacoast, both playing and teaching, and currently works with the Seacoast Rep Theatre's PAPA Youth Program.

Kathy Fink is the founder and Executive Director of the Bell Center. She received her BA in Piano Performance and MA in Music History at the University of New Hampshire where she also taught in the piano program for three years. She has attended seminars and classes in non-profit management, grant writing and fundraising at Antioche New England, CONFER, and the Grantsmanship Center. She teaches piano, theater chorus, and directs the music for the Bell Center Players. She has performed as a professional pianist and accompanist for over 25 years.

Michele Hawkins is employed as a vocal soloist in Dover and studies piano with Kathy Fink at the Bell Center. She is a Board member and treasurer of the Granite State Choral Society. Mrs. Hawkins has a bachelor's degree in Exercise Science from the University of New Hampshire where she taught classes for

both the Physical Education (now the Dept. of Kinesiology) and Recreational Sports (now called Campus Recreation) departments.

Ginny Hermann's educational background includes early childhood education from Massachusetts Bay Community College, a bachelor's program in social services from the University of Maine, graduate courses in alternative health from UNH, and a graduate of Palmer Institute of Massage and Bodywork in Massachusetts. Her professional experience includes Residential and Day program Director for developmentally disabled adults, teacher for Leadership Decision Institute for 8th graders, and a day care center coordinator. She and her husband have owned and operated Matrix Research and Development for 10 years. As a volunteer she has worked with teenage mothers, has been a board member of Learning Disabilities Association of Maine, and is an Advocate for parents of Learning Disabled Students.

Karen Hughes has been a home schooling teacher/parent to her special needs daughter for the past four years. She is a Certified Parent Advocate who represents children with disabilities and their families. Karen was the President of WAYPAC (Wayland Parent Advisory Council in Wayland, MA); she was a leader in her community in dealing with special needs issues.

Laura Jones is a home schooling mother and runs a business from home with her husband. She is currently on the Board of Directors for the Bell Center and a member of Garrison Players. She has a Bachelor's degree in Journalism, specializing in photojournalism, and has worked for newspapers in Vermont and Connecticut. She has also worked as a costumer and/or hair and makeup designer for several local theater groups and a dance school.

Philip Read is a financial manager with over 25 years experience in both for profit and non-profit enterprises. He has a BS from the University of Massachusetts, Amherst and an MBA from the Whittemore School at the University of New Hampshire. He is currently the controller for an international distributor of medical diagnostic equipment, on the Board of Directors and Treasurer for the Bell Center, Treasurer for Our House for Girls in Dover, and Treasurer for a condominium association. Phil has been a Dover resident for 24 years and his three children have been schooled in the Dover school system. He has volunteered to be the Treasurer for CATA.

Sherrie Sheehan has been a special education teacher for 22 years and has taught these last 8 years at Dover High School. She has a B.S. from Southern Connecticut State University in General Special Education K-12, and is well versed in practice and law. She draws her experience from teaching in many different states at various grade levels.

Diane St. Jean is a special education paraprofessional at Barrington Middle School. She is part of a team that began the first sixth, seventh, and eighth grade multiage program in New Hampshire. Currently working on a degree in art education, Diane is interested in grassroots educational reform.

Officers

The Board will have officers including: Chairperson, Vice Chair, Treasurer, Secretary and Liaison to Schools and Donors. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting, to serve until the next annual organizational meeting. The initial Board of Trustees will develop descriptions of officer's roles within 6 months of approval of this charter. This Board of Trustees will also establish governing policies, including policies that establish subcommittees and standing committees of the Board. Such committees will include, but are not limited to: Board Recruitment, Fundraising, and Policy.

Meetings

For the purposes of conducting business, a 70% majority of the Board members present and participating in person shall be considered a quorum. The Board of Trustees will meet regularly, e.g., monthly during the year to discuss charter school operations, hear reports, and take action as per their governance functions. Records and minutes will be kept in accordance with the New Hampshire Right to Know statute, which applies to all public schools. Decisions will be made by a majority vote of those present and meeting.

Authority

The Board of Trustees will exercise its authority to set policy and make decisions that serve the mission of the school philosophy and will have oversight and authority to render final decisions on matters pertaining to:

- Approval and oversight of annual budget.
- Hiring of professional personnel.
- Setting policy.
- Appointment of one or more advisory members or committees.
- Establishing educational priorities and measurement of standards.
- Overseeing and revising by-laws as needed.
- Setting professional salaries and total compensation program(s).
- Any other matters that are not administrative in nature and/or that are prescribed in statute or rule.

Members of the group promoting the charter school application may, but are not required to, participate on the original Board of Trustees.

Key Action Areas

The Board of Trustees' plan for governance will support National School Board Association "*Key Work of School Boards*", which focuses governance on student achievement. The eight (8) key action areas are:

Accountability	Publishing an annual report with student achievement data; using data to improve the program and track the school's success; assuring students and staff know what is expected.
Systems Thinking	Acknowledging the twin imperatives of student achievement and community engagement.
Collaborative Relationships	Building relationships with political and business leaders and others who promote high student achievement as their top priority.
Alignment	Basing staffing and resource allocations on student achievement priorities; staff training exclusively tied to student achievement priorities and goals of the charter school.
Assessment	Measuring student success at regular intervals. The school will use multiple measure instead of relying on a single high stakes test; students will learn to do their own self-assessments as an integral part of instruction.
Continuous Improvement	Continually using data to improve the program.
Climate	Creating a positive climate for student success; fostering a culture that promotes the highest expectation for achievement of all students.
Standards	Using state and national standards that define what students are expected to know; keeping standards constantly in front of student, parents, and staff; developing curriculum so achievement is measurable.

(c) Methods by which trustees and their terms are determined.

The CATA Design Team will be considered the Founders of the school. The Founding Design Team will actively seek out, interview and discuss proposed Trustees, who will then be appointed by a majority vote to the initial Board of Trustees. This Board may include one or more Founding member, and will also include at least one member from the Board of Directors of the Bell Center. The initial Board of Trustees will number at least 5 persons. This initial Board will then decide on the procedures for further nominations and replacement of members as necessary. The standard term of a Board member shall be for 3 years, although for the initial Board, some terms may be shorter than others to allow for a staggered replacement of members. Members may serve for more than one consecutive term if the application for term renewal is approved by a majority vote of the remaining Trustees. The Board of Trustees will then decide the positions to be held within the Board, such as Chairperson, by majority vote. At the time that the Board of Trustees is formed the Founding Design Team will no longer be a controlling entity in the setting up and/or running of the school.

(d) General description and proposed or potential location of facilities to be used, if such information is available.

For the first two years, CATA will hold its classes at The Bell Center for Music and the Arts, located on 4th and Grove Street in downtown Dover, NH. The building is within walking distance to downtown public transportation, public parking, shops, library, high school, restaurants, and other area resources.

It is an 8,000 square foot building consisting of 2 floors; the upper level has a large 2,000 sq ft room, which could serve as an auditorium or divided, multipurpose space, 3 classrooms, 2 offices and men's and women's bathrooms.

The lower level has a large kitchen, meeting room, two classrooms, an office, storage, and men's and women's bathrooms. There's a large lobby area between floors at the street level. The heating system is forced hot water baseboard heating fueled by oil. There is air conditioning on both levels, including classrooms.

By sharing space with the Bell Center for a period of time, CATA will have access to 4 upright pianos, 3 Clavinova's and a Yamaha grand piano. The Bell Center is also willing to share its phone system with voice mail, computers, copier, music stands and equipment, resulting in considerable savings for the start up of CATA.

The Board of Trustees will establish a long-range facilities planning committee whose charge will be pursuing and deciding a facility plan for the school as it grows to full capacity.

(e) Maximum number, grade or age levels, and, as applicable, other information about pupils served.

Enrollment Projection

At opening, CATA will serve 40 ninth-grade students (students whose prior schooling experience, as attested by a records review, would place them in the incoming ninth-grade level). During the second year of operation, CATA will accept 40 new incoming ninth-graders. Open seats in upper grades will be filled with new applicants or applicants on the waiting list. The total enrollment during the second year will be 80 students: approximately 40 ninth graders and 40 tenth graders. This process will continue with the intention of having an enrollment of 160 students during the 2007 – 2008 school year.

As a choice public high school, CATA will serve students who are at grade 9 – 12 levels, typically in the age range of 14 – 19. CATA is designed for students who are specifically interested in fine arts, performing arts, and/or arts technology, as demonstrated through their application materials, who are motivated to attend a program with high standards and expectations of academic achievement, and who desire and are willing to participate in a program where students assist in their own program design and educational goal-setting.

Information about Students to be Served

No less than 60% of available student slots will be initially targeted for high school students currently served by the Dover School District (Dover, Barrington, Nottingham).

For state-sponsored student placements, CATA will comply with statutory provisions whereby not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in any school year without the approval of the local school board (RSA194-B:3-a) and whereby the state minimum funding follows the student. In addition, and according to RSA 194-B:3, providing charter schools all the rights and privileges of other public schools, CATA will accept students funded in alternative ways for slots made available for tuition students, including students from our Maine borders, as is the custom of public high schools in our area.

For any student sponsored by tuition other than students solely funded by state funds, CATA will use the state's average high school tuition cost for its own tuition with an adjustment for any student who may be out of state.

* In December, 2003 the Dover School Board voted to cap high school enrollment at 1575. Other high school placement will be needed in the immediate geographic area of our school location.

(f) Curriculum.

Program Overview

Supporting its mission to nurture *creative thinkers, independent learners, and active citizens*, CATA's unique public education program will provide the following features:

- **CURRICULUM:** A college preparatory program including the study of humanities, mathematics, science, literacy and other subjects. Students will study arts and technology not only in elective classes, but also interwoven in every class.
- **TECHNOLOGY:** Access to computers, learning state-of-the-art skills in information and communication technology.
- **ARTS:** Offer experiences that connect classroom learning to exhibits, performances, concerts and residencies taking place in local museums, colleges, galleries and theatres.
- **SIZE:** A small school environment: 40 students per grade and a maximum high school enrollment of approx. 160 students.
- **INSTRUCTION:** The school's small size will allow collaborative teaching in each grade, action/performance-based learning, and differentiated instruction. CATA staff will strive to know and accommodate each student's current and future interests.
- **SCHEDULE:** A school day from 8:00am to 2:45pm, with an extended day available until 4:00pm will allow for study, extracurricular programming, as well as providing a safe, structured environment.
- **STUDENT CONTRACTS:** Students will set goals, make commitments to their learning, and be expected to actively participate in measuring their progress as well as charting a personal course for high school and post-graduate life.

Contracts

Each participating student will make a commitment to meet CATA requirements. Students will commit to a contract between student, school and parent that clearly outlines the responsibility of each party. The Board of Trustees will develop these contracts which may include, but not be limited to the following:

Student Responsibility:

- 92% attendance.
- Maintain passing grades (C or above) in every course of study.

- Complete all assigned work by the assigned due date.
- Actively participate in activity-based learning to demonstrate knowledge and skills.
- Meet with the assigned CATA mentor once a month in order to evaluate progress on accomplishing educational goals and a representation of knowledge and abilities.
- Fulfill 15 hours of community service for each school year enrolled in CATA.

School Responsibility:

- Uphold the 92% attendance policy.
- Provide a safe, healthy and stimulating learning environment.
- Offer a comprehensive academic program.
- Provide a variety of course offerings in art and technology.
- Make available community service opportunities.
- Provide activity-based learning opportunities as well as multiple methods of assessing student's knowledge and progress.

Parent Responsibility:

- Support and assist in upholding the 92% attendance policy.
- Attend 4 community meeting events per school year, including:
 - Parent/teacher meetings
 - CATA informational meetings
 - Open houses
- Support the student's progress by working with the student and his/her mentor.
- Volunteer 2 hours a month for CATA activities.

Academic Program

Course offerings will meet or exceed requirements for a New Hampshire high school diploma. CATA will meet or exceed content requirements of the New Hampshire Curriculum Frameworks, in the following areas:

- ***English Language Arts***

End-of-grade twelve goals include facts, concepts, skills, and processes enumerated under five organizing strands: reading, writing, speaking, viewing and listening. CATA will strive to accomplish the proficiency standards set for each curriculum standard in all of the above strands. Students will:

- Read fluently, with understanding and appreciation.
- Write effectively for a variety of purposes and audiences.
- Speak purposefully and articulately.
- Listen and view attentively and critically.
- Understand, appreciate, interpret, and critically analyze classical and contemporary American and British literature as well as literary works translated into English.
- Use reading, writing, speaking, listening, and viewing to:
 - Gather and organize information.
 - Communicate effectively.
 - Succeed in educational, occupational, civic, social, and everyday settings.

Reading

Students enrolling in CATA will be expected to meet the following guidelines in reading. These frameworks follow the progression as stated in the New Hampshire Curriculum Frameworks and are built on other goals to be accomplished in years prior to high school.

- Adapt their reading style and rate to match their reading tasks.
- Use questioning, reviewing, revising, and rereading to monitor comprehension and enhance overall understanding.
- Demonstrate the ability to examine, adjust, and extend their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used.
- Analyze the use of figurative, idiomatic, and symbolic language including sensory impressions, poetic license, personification, allusion, indigenous vocabulary, colloquialisms, regional and ethnic dialects, satire, paradox, irony, and allegory.
- Demonstrate the ability and interest to read extensively beyond assigned texts and intensively for personal and academic purposes.

Writing

Students enrolling in CATA will be expected to meet the following guidelines in writing. These frameworks follow the progression as stated in the New Hampshire Curriculum Frameworks and are built on other goals to be accomplished in years prior to high school.

- Enhance their writing by using a variety of sources to provide background information, supporting details, and models of good writing.
- Use a variety of techniques to generate, draft, revise, edit, and publish texts.
- Understand and employ the elements of effective writing including purpose, topic development, organization, details, sentence structure, paragraphing, vocabulary, word choice, tone, and style.
- Use a variety of forms to develop ideas, share information, influence, persuade, create, and entertain.
- Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form.
- Develop a coherent story line with well-connected paragraphs and consistent characterization.
- Use specific techniques, such as stating startling facts, relating anecdotes, drawing analogies, using metaphors, beginning with descriptions, using quotations, developing text, and using introductions and conclusions, to enhance the effectiveness of their writing.
- Identify strengths and weaknesses in writing and seek feedback from others to improve their writing.
- Edit to adjust their writing for a particular audience and to polish the text so that a reader can better understand the intended meaning.
- Write effectively for public audiences.

Speaking, Listening And Viewing

Students enrolling in CATA will be expected to meet the following guidelines in “speaking, listening and viewing”. These frameworks follow the progression as stated in the New Hampshire Curriculum Frameworks and are built on other goals to be accomplished in years prior to high school.

- Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.
- Use varied vocabulary in their spoken messages to enhance clarity and effectiveness.
- Support and defend their ideas in public forums.
- Demonstrate an understanding of complex spoken and audio-visual messages.
- Formulate and articulate appropriate oral responses to complex messages.

Literature

Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English. Students enrolling in CATA will be expected to meet the following guidelines in “literature”. These frameworks follow the progression as stated in the New Hampshire Curriculum Frameworks and are built on other goals to be accomplished in years prior to high school.

- Demonstrate knowledge, understanding, and appreciation of literature from various cultures and times, written for a variety of purposes and in a variety of genres such as the classics and contemporary American, British, and world literature, and works by Pulitzer and Nobel prize winners.
- Understand that themes and events in literature often parallel real life.
- Analyze the ways that literature reflects the range of human experience.

- Analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- Identify, analyze, and interpret literary themes and elements.
- Stand apart from a text and consider it objectively by performing a range of tasks including critically evaluating; comparing and contrasting; understanding the impact of the organizational structure; and analyzing the use of such elements as satire, irony, humor, bias, redundancy, symbolism, analogies, metaphors, and poetic license.
- Critically analyze and evaluate texts for their practical, informational, or aesthetic value; for writer's craft; for writer's biases; and for the inherent ability of the work to communicate.

English Language Uses

Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas. Students enrolling in CATA will be expected to meet the following guidelines in “English language uses. These frameworks follow the progression as stated in the New Hampshire Curriculum Frameworks and are built on other goals to be accomplished in years prior to high school.

- Locate, compare, and synthesize information from multiple sources and information- retrieval systems.
- Understand the differences among fact, reasoned judgment, and opinion.
- Analyze information for clarity, relevance, point of view, credibility, and supporting data.
- Analyze how well evidence supports a conclusion or thesis (a proposition that is maintained by evidence and argument).
- Use complex structures, such as transitions, hierarchical relationships, and precise (concise summaries), to organize and analyze information.
- Use cross referencing while gathering information.
- Critically evaluate written, spoken, audio-visual, and graphic messages.
- Employ questioning and paraphrase as aids in comprehending written texts, oral language, and audio-visual and graphic presentations.

• **Science**

CATA will follow the New Hampshire Curriculum Frameworks set for Science including: Science, Technology and Society; Life Science; Earth Space Science; Physical Science and Unifying Themes and Concepts. These goals will be attained as students acquire the knowledge and use the processes defined and explained in the six curriculum strands as stated in the New Hampshire Science Curriculum Frameworks. In compliance with these frameworks, CATA sets the following goals for all students.

- Students will demonstrate an understanding of the basic laws which govern and explain phenomena observed in the natural world.
- Students will demonstrate an understanding of, and be able to practice, the basic processes which scientists use to obtain and continually revise knowledge about the natural world.
- Students will use problem-solving strategies to investigate and understand the natural world.
- Students will recognize and understand the wide variety of similarities and differences that exist among objects and events in the natural world.

- Students will demonstrate an understanding of key concepts and principles central to the biological, physical, and earth sciences, while recognizing the interrelationship of all the sciences.
- Students will use oral and written communication, mathematical representation, and physical and conceptual models to describe and explain scientific concepts and ideas, and will be able to apply scientific knowledge.
- Students will know and employ safe practices and techniques in the laboratory, in field work or any other scientific investigation, and when using scientific or technological materials at home or work.
- Students will perceive that scientific knowledge is the result of the cumulative efforts of people, past and present, who have attempted to explain the world through an objective, peer-tested, rational approach to understanding natural phenomena and occurrences.
- Students will demonstrate an understanding of the impact of science and technology on society.
- Students will be able to use science and technology to creatively address issues in their personal and social lives and careers.
- Students will be able to apply rational, creative-thinking, and investigative skills and use scientific knowledge in their roles as citizens, workers, family members, and consumers in an increasingly technological society.
- Students will display a sense of curiosity and wonder about the natural world, and demonstrate an increasing awareness of the interdependence between all living things and the environment.

• ***Mathematics***

CATA will follow the New Hampshire Curriculum Frameworks set for all areas of Mathematics, including problem solving and reasoning, communication and connections, numbers, numeration, operations, and number theory, geometry, measurement, and trigonometry, data analysis, statistics, and probability, functions, relations, and algebra, mathematics of change, and discrete mathematics.

CATA will commit to five primary goals for all students: CATA will provide a curriculum that cultivates all students in developing:

- A firm grounding in essential computational skills.
- Strong mathematical problem solving and reasoning abilities.
- Positive attitudes about mathematics.
- The ability to use appropriate technology to solve mathematical problems.
- The ability to communicate their understanding of mathematics effectively.

The students will know the basic procedures, and how to apply them to new situations. CATA's curriculum will approach learning of mathematics through active process: exploring, justifying, representing, solving, constructing, discussing, using, investigating, describing, developing, and predicting. These actions require both the physical and mental involvement of students both hands on and minds on.

CATA curriculum will employ the following characteristics:

- Students are actively involved in doing mathematics.
- Problem solving, thinking, reasoning, and communicating are everyday activities.

- Manipulatives are used to connect conceptual to procedural understanding.
- Calculators and computers are used in appropriate ways.
- There is as much emphasis on application as on acquisition of knowledge and skills.
- A broad range of content is addressed.
- Central mathematical concepts are understood.

• ***Social Studies***

CATA will follow the New Hampshire Curriculum Frameworks for Social Studies, which includes: Civics and Government, Economics, and History. In compliance with these frameworks, CATA sets the following goals for all students.

These goal statements establish general expectations of what New Hampshire students should know and be able to do in the social studies at the end-of-grade twelve. They were drawn from the goals established in the New Hampshire Minimum Standards for Public School Approval (Concord: State Board and Department of Education, 1993). These broad goals will be attained as students acquire the knowledge, concepts, skills, and processes set forth under each of the organizing strands presented in this curriculum framework.

Broad goals for Social Studies include:

- Students will demonstrate a thorough understanding of the fundamental principles, organization, and operation of government at all levels in the United States.
- Students will understand and accept the responsibilities of citizenship and share in the rights and benefits granted to citizens as expressed in the Declaration of Independence and the Constitutions of the United States and New Hampshire.
- Students will demonstrate a thorough understanding of economic concepts, including the American system of economics and its contributions to the development of our nation.
- Students will demonstrate a thorough knowledge of the geography of New Hampshire, the United States, and the world and understand the impact of geography on political, economic, and social developments.
- Students will demonstrate an awareness of and concern for the ways that the world's people, resources, and environments are interrelated and interdependent.
- Students will demonstrate a thorough knowledge of the history of their community, New Hampshire, the United States, Western civilization, and the world, including the contributions of famous men and women, ordinary citizens, and groups of people.
- Students will demonstrate a thorough understanding of and appreciation for the heritage of our nation, including its ideals, principles, institutions, and collective experiences.
- Students will be able to read and examine narratives, documents, and other evidence of the past to clarify, illustrate, or elaborate upon their understanding of history.
- Students will be able to examine cause and effect, review chronologies, consider ideas, and analyze trends in order to understand the past and the present and prepare for the future.
- Students will be able to use the knowledge, skills, principles, and ideals of civics and government, economics, geography, history, and other fields of the social studies to understand and address contemporary problems and issues.

Civics and Government

- Students will demonstrate an understanding of the purpose of government and how government is established and organized.
- Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
- Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.
- Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.

Economics

- Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.
- Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.
- Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.
- Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.
- Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.

Geography

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
- Students will demonstrate an understanding of the physical and human geographic features that define places and regions.
- Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.
- Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence;

processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.

- Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.
- Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.

History

- Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.
- Students will demonstrate knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.
- Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies.

• ***Additional Curriculum Components***

CATA, being an academy of arts and technology, will offer many stimulating electives, which will assist students in accomplishing the following objectives:

• **General Skills**

- Use critical judgment, reflection and refinement to create artwork.
- Apply both emotion and reason to the creation of artwork.
- Present and perform art publicly.
- Understand aesthetics and explain preferences and interpretation of artworks.
- Understand and make connections between the arts and technology.
- Recognize the role of art and theatre in history and contemporary life.
- Use arts and literacy to enhance understanding of other subjects and personal experiences.
- Use artistic expression for the benefit of the community.
- Analyze and discuss a performer's or artist's ability to communicate meaning to and audience.
- Create an interdisciplinary project based on a theme identified by the student.
- Compare characteristics of the arts within a particular period, style or culture.
- Identify the range of careers in the fields of music and the arts.

• **Dance Skills**

- Identify and demonstrate movement elements and skills in dance.
- Understand choreographic principles, processes and structures.
- Demonstrate rhythmic acuity.
- Improve dance technique through self-evaluation and correction.

- Use improvisation to generate movement for choreography.
- Discuss and evaluate how movement choices communicate ideas through dance.
- Reflect upon his/her own progress and personal growth during the study of dance
- **Visual Arts Skills**
 - Understand and apply media, techniques and processes.
 - Use knowledge of structure and functions.
 - Use tools and advanced art materials in a safe and responsible manner.
 - Understand distinctions between different styles, including representational art and abstract art.
 - Reflect on how artworks differ visually, spatially, and functionally.
 - Identify and visit New Hampshire arts exhibitions and report findings.
 - Analyze common characteristics of visual arts evident throughout history and across cultural and ethnic groups.
 - Compare the materials, technologies, media and processes of the visual arts with those of other disciplines.
 - Evaluate how other disciplines influence and individual's work, style and process.
- **Drama Skills**
 - Write scripts based on personal experience, imagination, literature and history.
 - Improvise scenes based on personal experience, imagination, literature and history.
 - Assume roles and interact in improvisations and scripted productions.
 - Identify and describe dramatic elements.
 - Develop believable and sustainable characters.
 - Design and produce the technical elements of theatre through artistic interpretation and execution.
 - Collaborate with other students to create a unified performance experience.
 - Communicate directorial or casting choices.
 - Demonstrate an understanding of the connection between history and theatre.
 - Develop an understanding of dramatic/artistic intentions and actions.
 - Analyze and compare theatre in various cultures and historical periods.
 - Explore career opportunities in theatre and theatre-related fields.
- **Music Skills**
 - Sing or perform on instruments a varied repertoire of music.
 - Improvise melodies, variations and accompaniments.
 - Demonstrate the ability to read and notate music.
 - Analyze and describe music.
 - Sing with expression and technical accuracy.
 - Perform in small ensembles.
 - Improvise original melodies.
 - Demonstrate the ability to perceive and remember music events.
 - Analyze and describe uses of the elements of music in a given work.

- Understand music in relation to history and culture.

- **Technology**

- **Basic operations and concepts**
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- **Social, ethical, and human issues**
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- **Technology productivity tools**
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- **Technology communications tools**
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- **Technology research tools**
 - Students identify and use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate, analyze and select new information resources and technological innovations based on the appropriateness for specific tasks.
- **Technology problem-solving and decision-making tools**
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

- ***Example Elective Classes to be Offered***

- **DANCE:** Theatre Movement I & II, Dance Techniques, Tap, Jazz, Folk and Stylized.
- **DRAMA:** Drama Exploration, Actors' Workshop, Theatre Design and Construction, Script Analysis, Theatre History, History of the American Musical.
- **INTERDISCIPLINARY ARTS AND TECHNOLOGY:** Creative Writing, Performance Studio, Newspaper, Yearbook Publication, Web Design, PageMaker, Photoshop, General Publication, Graphic Art.
- **VISUAL ARTS:** Art Exploration, Portfolio Art, Dimensional Art, Painting, Sculpture, Graphic Art, Photography, Drawing I & II.

- **PERFORMANCE MEDIA:** Media Production, Basic Animation, Computer Animation, Digital Filmmaking, Video Production, Radio & Broadcast, Technical Theatre, Stage & Costume Design, Lighting
- **MUSIC:** Concert Band, Jazz Band, Piano, Guitar, Percussion, Choir, Concert Choir, Music Theory, Reed Instruments, Voice (private and group).

(g) Academic and other learning goals and objectives.

Program Overview

It is our mission to graduate creative thinkers, cooperative workers and active citizens who have an appreciation for professional and non-professional arts. Arts and technology will be integrated into every subject to facilitate inquiry-based and performance-based learning. CATA students will be guided and encouraged to take responsibility for their education.

Learning Goals

To this end, we have identified learning objectives to coordinate with this mission:

Students will:

- Read and compute fluently and insightfully.
- Express themselves creatively, clearly and persuasively.
- Observe, organize and construct meaning from a body of knowledge (written, performance or interpretational).
- Present multiple levels of questions and discover meaningful answers.
- Use a myriad of learning styles.
- Recognize and deliberate different perspectives.
- Be encouraged to learn and discover throughout their lives.
- Generate work characterized by excellence and quality.
- Assess success based on effort and constructive habits.
- Accept challenges and take risks.
- Employ cooperation to achieve goals.
- Recognize and appreciate originality and efficiency.
- Esteem the process as well as the product.
- Seek careers that benefit society and engage their hearts and minds.
- Take pride in their identity and trust their abilities.
- Demonstrate responsibility, honesty, respect and integrity.
- Handle conflict calmly, constructively and respectfully.
- Care about their influences on other people and their environment.
- Appreciate and nurture diversity.
- Encourage and support the arts.
- Understand the importance of arts and technology in our ever-changing society.

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

Overview

CATA will comply with RSA 194-B:8,V, which states: “At least annually and near the end of each school year, a charter school shall evaluate the educational progress of each pupil, as specified in RSA 104-B:3, II, (h). Such evaluation shall include, but not be limited to, the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state.” Currently, this would involve assessment for grade 10.

The school will use a norm-referenced, standardized assessment, annually to measure student gains in reading, writing and mathematics. The school will assure that curriculum units have defined goals, skills, vocabulary, and/or concepts to be learned, and that students have pre- and post - assessments to measure student mastery of curriculum content.

The School will design a standards-based reporting system aligned with the school’s standards and benchmarks and the New Hampshire Curriculum Frameworks. Each quarter students will be expected to achieve specific goals (benchmarks) in content, skills and nonacademic areas such as participation. At the end of each quarter teachers will rate students on each “benchmark” using a five-point scale (5 = Mastered, 4 = Advanced, 3 = Proficient, 2 = Developing, 1 = Beginning). An overall rating for the quarter will be computed by taking a weighted average of all scores. The average score will then correspond to a traditional letter grade which will provide colleges a way to measure CATA students against those from other schools. The benchmarks and examples of different levels of work will be introduced at the beginning of each quarter and referred to regularly so students know what they are expected to learn and the criteria they will be measured against. There will be common benchmarks for a course and individualized benchmarks agreed to by the student and teacher. Teachers will also provide a narrative report for each student. This narrative report point out each student’s accomplishments and provide insight into how the student can continue to accomplish his/her goals.

Personal Education Plans

As a school that regards every student, teacher and staff member as a life-long learner, each will create and revise on a yearly basis, a Personal Education Plan (PEP) that articulates short and long-term goals. Students will work with their mentor, teachers and parents to identify specific areas they want to target for improvement, strategies for achieving these goals, and methods to measure their accomplishments. The PEP will include both academic goals, such as research skills or content mastery, as well as non-academic goals such as punctuality, communication skills, and artistic ambitions.

Formal and Informal Feedback

In core academic classes, regular assignments, and/or quizzes and tests will provide immediate feedback for teachers, students and parents.

Action-based activities and assessments will accompany quizzes and tests in offering significant feedback. Students will be expected to demonstrate their skills and knowledge through the creation and exhibition of original works such as essays, artworks, speeches, debates, web-pages, dramatizations, videos and other non-traditional representations of their acquired knowledge.

Portfolios

Students will be required to maintain a portfolio that demonstrates progress in their core academic courses as well as technology and arts disciplines. Portfolios will include, but will not be limited to: examples of work such as projects, papers, publications, journals, programs, experiments, paintings, and audio or video from classes, extracurricular activities or summer programs. These portfolios will provide opportunities for students to reflect on their learning and growth over the course of their school career, both inside and outside the classroom. The portfolios will include the student's Personal Education Plan and a written reflective analysis of their personal and educational growth.

Currently the CATA Design Team is researching software programs designed to assist students in forming electronic portfolios. These electronic portfolios would allow students to track their works and achievements throughout their 4 years at CATA as well as their grades, teachers' comments, goals, Personal Education Plans, community service projects, extra curricular activities and more.

(i) For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.

All students must register for four (4) fundamental academic classes per semester as well as ongoing electives throughout the school year. A student must receive a "C" or better to receive credit for a course. A failed required course must be made up in the summer or through independent study. An independent study course will require a contract between the student, the parent and CATA. Courses completed in a degree-granting college may be accepted for credit. Successful completion of twenty-four (24) credits is necessary to qualify for a diploma from CATA. The following courses are required:

English	4.0	Credits
American History	2.0	Credits
Economics	.5	Credit
Government	.5	Credit
World Culture & Geography	.5	Credit
Mathematics	3.0	Credits
Physical Science	1.0	Credit
Biological Science	1.0	Credit
Computer Science & Technology	2.0	Credits
Fine Arts	2.0	Credits
Performing Arts	2.0	Credits
Physical Education/Wellness	1.5	Credits
Required Total	20.0	Credits
Electives	4.0	Credits
Required Total	24.0	Credits

Each student is required to accumulate 4 elective credits, which will include, but will not be limited to: foreign language, arts, technology, and humanities.

(j) Staffing overview, including qualifications sought for professionals and paraprofessionals.

Overview

In staffing CATA, the Board of Trustees will comply with RSA 194-B: 14. Section IV requires the teaching staff of a charter school to consist of a minimum of fifty percent (50%) teachers wither New Hampshire certification, or having at least 3 years teaching experience. The school will hire teachers with academic coursework and/or career background and experience in the subjects of fields they are being hired to teach. It will be necessary for initial teachers to have proficiencies and competence in multiple academic subjects.

The following table shows the number of core academic and elective teachers CATA will employ. The Board of Trustees and the Program Coordinator will determine the positions, roles and responsibilities of faculty, but will delegate to the Special Education Liaison's supervision of special needs students. Core teachers will be expected to work closely in teams, and more experienced teachers will be expected to help other teachers expand their content knowledge and instruction skills.

	Year 1	Year 2	Year 3	Year 4	Year 5
Core Teachers	2.0	4.0	5.5	6.0	6.0
Elective(s) Teachers	0.5	1.5	2.0	2.5	2.5
Program Coordinator	1.0	1.0	1.0	1.0	1.0
Technology Coordinator*		0.2	0.4	0.5	0.5
Arts Coordinator*		0.5	0.5	0.5	0.5
Administrative Assistant	0.2	0.4	0.6	1.0	1.0
Special Education Liaison	0.2	0.2	0.5	0.5	0.5
Tutor/Classroom Aide	0.5	0.5	1.0	1.0	1.0
Guidance Supervisor		0.5	0.5	1.0	1.0

* The Technology Coordinator and the Arts Coordinator will also serve as Electives Coordinator.

Startup

Prior to students beginning classes at CATA, there will be a period of initial start-up planning. Part-time positions may be shared with some of the staff at the Bell Center Contracted services will be used, as needed, to meet other start-up planning needs. These needs may include, but are not limited to: Program Coordinator, Administrative Assistant, Special Education Liaison, Human Resource Coordinator, and Development Director. CATA will officially begin grade 9 recruitment once the Charter Application is approved.

Year 1

During 2004-2005, the charter school will begin with a small school enrollment of 40 students. Accordingly, the anticipated first year staffing will depend partially on applications received, which will directly affect student enrollment. The school anticipates employing staffing for 2004-2005 as indicated in the above table, many positions will overlap during the first year.

All personnel involved in Special Education will meet state guidelines for certification.

Personnel will also be recruited considering maturity, competency, commitment to the success of CATA students, and to CATA's program goals. Personnel will be recruited also based on ability to collaborate as a member of a dynamic instructional team, and willingness to participate in training.

Staff Position Descriptions

Core and Elective Teachers:

Each grade will work together with a team of teachers. Some teachers will cover 2 different areas of study. For example, one may teach English & Social Sciences, and the other science and mathematics. (Note: the term "full-time" is used to represent the total teaching time necessary; this may be filled by 2 full-time teachers or 3 or more part-time teachers).

By the fifth year of operating, CATA will employ a total of 6 full-time teachers for core academic classes. (Note: the term "full-time" is used to represent the total teaching time necessary; this may be filled by 6 full-time teachers or a combination of full and part-time teachers). CATA will also employ teachers for the purpose of running and teaching the elective classes. These teachers may also be full-time or part-time employees. CATA intends to have some teachers who will teach core academic subjects in the morning and elective classes in the afternoon. These elective classes will include foreign languages, wellness/physical education, music, dance, art and technology, etc.

CATA's goal with electives is to provide both breadth and depth in a range of fields. We are expecting electives to range from one to two quarters in duration and one to two hours in length each day. Our current schedule plan allows students to have 8.5 – 9 hours of elective study each week. Example of some electives would be Theatre Production, where a class may spend a quarter working with a local theatre company to create and perform a production. Another elective class may spend Day "A" in a computer science elective and Day "B" in a fitness class for two quarters. Or perhaps a class may spend a quarter on an outreach program, creating puppets and performing a puppet show with a local elementary class.

Program Coordinator:

This individual will be responsible to support and lead an educational environment through practical application and principles in innovation, organization, administration, supervision and teaching that will:

- Promote teaching and learning through various mediums consistent with CATA's philosophy.
- Assume overall responsibility for supervision of staff and students.
- Follow all CATA, State and Federal administrative requirements and standards.
- Supervise and collaboratively evaluate the work of staff, and submit recommendations to appropriate staff members for promoting, retaining and dismissing members of the CATA staff.
- Oversee schedules created in collaboration with all staff members.
- Seek and provide adequate testing and evaluation program for students.
- Initiate and participate in consultation with teachers, parents, students and the community regarding the welfare of any student or other issues relative to CATA.
- Promote safety and good health practices by adherence to public codes/regulations and CATA standards.

- Stimulate and create opportunities for professional growth by setting examples and providing training programs for all CATA staff.
- Demonstrate and initiate collaboration with parent, teacher and student groups or other community associated groups for the betterment, support and growth of the CATA community.

Technology Coordinator:

This position will handle all issues related to technology within the school, including but not limited to computer & software purchasing, computer & network maintenance, software installation, advising on all technology issues as necessary. The Technology Coordinator will be responsible for meeting with core subject teachers to assist them with implementing arts into the curriculum. This person will also work with the Arts Coordinator at designing a comprehensive Elective Program for all students. These two positions will coordinate with outside businesses, theatres, museums, etc. to develop partnerships with these institutions. The Coordinators will be responsible for providing different Elective Class offerings to CATA students.

Arts Coordinator:

This position will handle all issues related to performing and fine arts within the school. The Arts Coordinator will be responsible for meeting with core subject teachers to assist them with implementing arts into the curriculum. This position will also coordinate any public performances or art showings. This person will also work with the Technology Coordinator at designing a comprehensive Elective Program for all students. These two positions will coordinate with outside businesses, theatres, museums, etc to develop partnerships with these institutions. The Coordinators will be responsible for providing different Elective Class offerings to CATA students.

CATA plans on hiring many part-time elective teachers with specific knowledge and skills. The Program Coordinator, Arts Coordinator and Technology Coordinator will work together to identify and recruit talented and skilled people to teach electives. Initially, the Board of Trustees will assist the Program Coordinator in recruiting elective teachers.

Administrative Assistant:

This position will assist with all administrative tasks associated with the school, including but not limited to reception, mailings, data entry, record keeping, and public relations.

Special Education Liaison:

This individual will coordinate all state and federal requirements as necessary for CATA to fulfill all obligations required under the Individuals with Disabilities Education Act (IDEA), and will also coordinate any services necessary under the Americans with Disabilities Act (ADA-504). To this end, this individual will be responsible to:

- Maintain and secure all special education records that are contained on the premises of CATA.
- Distribute all necessary documentation for the integration and mainstreaming of any identified student.
- Maintain all timelines and guidelines in practical application of the special education process as required by IDEA.
- Articulate a system for identifying students who may be in need of special education services.
- Act as a liaison between CATA and local special education systems to include ASSETT services.

- Initiate and encourage consultation among staff members to meet IEP requirements and to insure that all staff members understand and fulfill the goals, objectives, accommodations and modifications of an IEP with respect to confidentiality.
- Modify instructional strategies based upon ongoing monitoring of student progress, taking in consideration from staff, students, parents, involved outside agencies and current testing.
- Initiate and encourage ongoing communication with families of identified students.

Guidance Supervisor:

This individual will collaborate with other staff to assist all students in their academic, personal and social development. To this end, this individual will be responsible to:

- Assist with interpreting abilities, interests, skills and achievements of students, and support the staff and students in the maintenance of portfolios.
- Assist students to select coursework and activities within CATA and the larger community that leads to realization of their Personal Education Plans.
- Assist students with decision-making in transitional times, such as from one program to another, from one school to another, or from school to work.
- Maintain resources to assist students in their exploration of opportunities, both educational and life-related, that are consistent with future goals or career plans.
- Register new students and assisting in CATA orientation.
- Provide crisis counseling and referrals to agencies or community services when a student or family is in need of such.
- Maintain a file of school and community resources and agencies as may be needed for a broad range of educational, psychological, personal or health related needs of individual students or families.
- Facilitate meetings between concerned parties when appropriate for the nurturance, success or clarification of an individual's role in CATA.

(k) Personnel compensation plan, including provisions for leaves and other benefits, if any.

Overview

CATA will comply with all state and federal laws pertaining to employment compensation and leave provisions. The school will comply with all laws pertaining to pre-employment requirements, such as Criminal History Records under RSA 91-A:1.

Compensation

Full-time teacher compensation will initially range from \$25,000 - \$35,000/year, depending on experience and credentials. Part-time compensation will be assigned on a pro-rated basis, based on the percentage of time teaching each day multiplied by the amount determined for a full-time position.

Additional Compensation

Teachers will have opportunities to receive additional salary for assuming responsibilities for operational needs of the school. This system will allow for a teacher directed school to the extent agreed upon by teachers and the Board of Trustees and will allow for more experienced teachers to have more supervisory roles and increased compensation. Based on availability of funds, the Board of Trustees will reserve the right to provide bonuses to the entire teaching staff for collective achievement of school goals.

Benefits

In addition to offering a public teacher retirement plan in keeping with state requirements, benefits for full-time teachers will be provided on a “choice system” based on employment status (full or part time) as outlined above. Board policy and specific benefit programs themselves will determine to what extent part-time personnel will be eligible for benefits and at what percent of full-time equivalent allocation. The personal choice benefit plan for each teacher may include, but not be limited to: health, life, and dental insurances, and professional development.

Each full-time teacher will receive a maximum of 10 days of personal/sick leave a year with pay, to be used in whole or in part as determined by the individual employee, according to his or her needs. These days may be accrued from year to year. Provisions for a limit of accrued personal/sick leave days will be decided by the Board of Trustees prior to the offering of contracts. The Board will also determine if contracts will include a cash-in provision for unused leave days.

Other benefits, including vacation days, holidays, etc. will be dictated by the public school calendar as appropriate.

(I) Pupil transportation plan, including reasonable provision from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Site location will be finalized during the charter school’s initial planning period. The proposed site is the newly acquired Bell Center school on Fourth Street. The finality of this decision will, in part, define transportation arrangements. Transportation arrangements for students in the Dover district will also be finalized during the initial planning period. Currently, the Design Team is investigating the option of having a bus run from Dover High School to CATA.

For purposes of transportation, CATA will follow guidelines of RSA 194-B:2, IX, which states “Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for is RSA 189:6 and 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school.” Students attending CATA who reside in the host school district shall ride district transportation with the charter school providing for added route costs, if so billed.

For students attending CATA from outside the host district, the charter school shall served as an open enrollment school under RSA 194-B:1, VI: “Open enrollment school means any public school which, in addition to providing educational services to pupils residing within its attendance area or district, chooses to accept pupils from other attendance areas within its district and from outside its district.”

Under RSA 194-B:2, IX, the charter school has no obligation to transport students from outside the host district who are choosing to attend the charter school. *“For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil’s resident district.”*

Under the State Board authorization, charter schools have no guarantee of funding above the state aid per pupil allocation; accordingly, the reasonable provision is that students attending from out of district must either request their assigned district to transport them, or arrange for their own transportation. CATA will, with parent permission, share names and phone numbers of parents from similar geographic areas so that parents of non-resident pupils might collectively explore their own transportation arrangements. The Board of Trustees may also continue to investigate the possibility of having community bus stops at strategic locations in towns where attending students reside. Since CATA is a secondary school, eventually half of the student population will be old enough to have driver’s licenses and, therefore, provide their own transportation.

(m) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

CATA, as a charter school celebrates diversity in all its forms. CATA will not discriminate on the basis of race, color, religion, national or ethnic origin, age sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy and will have administrative procedures to address any concerns regarding discrimination in regards to students, faculty and administration.

(n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils.

Overview

CATA will comply with all federal and state special education laws and rules applicable to a New Hampshire charter school setting.

Public Charter Schools and Special Education

Under New Hampshire’s charter school statute: RSA 194-B: 11, III, the local school district continues to be responsible for special education decision-making for any identified student who seeks attendance at a charter school. Decision-making for special education services needed and student placement stays with the local school district. In an individualized program with tutorial support, students otherwise requiring special education may be more independent of special education services.

Local school district responsibility is current law for students placed in private schools or other public schools. Thus, these guidelines represent no change from current decision-making placement and services procedures.

RSA 194-B: 11, III states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include:

- The parent accepting or rejecting the district-proposed education plan in full or in part.
- The local education agency providing some services to the child outside the assigned district school or outside the typical school hours.
- An education plan of short duration or one that allows for a trial period in a program.
- Either the parent or the schools initiating the resolution of disagreements about the district's recommended program through the Department of Education.
- The charter school will recommend a transition period for special students to assure that the placement decision is appropriate and successful.

Coordination with a Pupil's School District

CATA will respect the role and responsibility of the local school district. In coordination with the student's local education agency, CATA personnel will:

- Respect the LEA's statutory authority for handling special education decision-making.
- Assign a charter school liaison to collaborate with the local education agency on individual student matters.

Special Education Process

In 1994, Section Ed 1102.11 defined "educational decision making process" in RSA 186-C: 14, II (b) as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 2002 rules revised, the special education process is defined as:

- Referral.
- Evaluation.
- Determine eligibility.
- Development of an IEP (individualized education plan).
- Placement.

Current School District Special Education Responsibility

Definitions under July 2002 revised Department of Education Rules for Special Education explain current district responsibility:

- **Ed 1102.31 "Local Education Agency" (LEA)** means the local school district "as defined in 34 CFR 300.18, and includes "school district" as defined in RSA 198:38, II. (CFR refers to federal special education law).
- **Ed 1102.32 "Local School Board"** means the elected governing body of the LEA which is responsible for providing elementary and secondary education to all children in who reside in the district.

Local Education Agency Responsibility

Responsibilities for the Local Education Agency are:

- **CHILD FIND:** State compliance code ED 1103.01 states the district will comply with federal code 34 CFR 300.125, relative to child find procedures. The local district is required to identify,

evaluate, and classify all student determined to be students with educational disabilities who are under 22 years of age. “The LEA shall develop a written child find system which assures all potential children with disabilities residing within its jurisdiction are referred to the IEP team.”

- **Ed 1103.02 LOCAL EDUCATION AGENCY CHILD FIND:** The local education agency annually shall contact representatives private schools within its jurisdiction to advise them of the local education agency’s responsibility to identify and evaluate all students who are suspected of or known to be children with a disability and who are enrolled in such schools, and referrals from schools shall be forwarded to the IEP team for further evaluation.

(o) Admissions procedures.

Eligibility

CATA’s function is to serve students whose age and prior schooling would place them in grades 9 – 12, typically ranging in age between 14 – 19 years old. Students must be willing to make a commitment to the school’s college preparatory program. All interested students will be considered, regardless of previous academic achievement, arts experience or technology experience. CATA anticipates serving students on a local, regional, and statewide basis.

Enrollment

- If the number of applicants exceeds CATA’s maximum enrollment per district, grade, or program, it shall use lottery selection as a basis for admission.
- In the lottery, priority will be given to siblings of current CATA students, as well as children of CATA’s Design Team, current members of CATA’s Board of Trustees, and CATA’s current staff.
- Students not selected in the lottery may remain on a waiting list and will be admitted in sequence, as slots become available.

Informational Sessions

Periodically throughout the year CATA will schedule *Informational Sessions* for prospective parents and students. Updated information about the school will be made available at these sessions, and will also be posted on the school’s web site.

Admissions Forms

CATA requires that each prospective student submit a formal *Application for Admission*, which provides basic information about students, their interests, reasons for applying, and educational history. Verification of legal residence will also be required. Parents will be required to sign releases of information so that the student’s prior school records can be obtained and verified. If the student is 18 years of age or over, the student shall sign these documents. Prospective students and their parents will also attend a formal interview with the CATA Staff.

Lottery

If there are more applications than slots available per district, grade, or program, a lottery will be held. Once all eligible students have been identified, their names, addresses, grades, and eligible siblings are printed on cards; each family has only one card. All cards are entered into a bin and an impartial individual will draw the names. Cards are drawn and grades are filled until there are no more slots available. Once a grade has been filled, students applying for that grade are placed on a wait list in the

order in which their names are drawn. To minimize the risk of bias, the school will ask an impartial person, unaffiliated with the school, to draw names.

In New Hampshire, many communities are growth communities with insufficient public high school space, as in the greater Dover area. Although a state-authorized charter school, CATA will entertain mutually advantageous contracts with local districts that would like to secure available slots for their district students. In these instances, the lottery would be held by the local district for those seats.

Public notice of the lottery will be announced at least one week in advance of the lottery. Notices will include information about the lottery and any limitations of grade, program, or district that may be in place in any year.

The Board of Trustees will have the authority to make adjustments to the lottery system as deemed necessary by the Board. This may allow students to “move up” on the waiting list from year to year. The Board of Trustees will also decide the process for filling vacated student slots in grades 10, 11 and 12.

Waitlist

Students who were in the lottery but did not obtain a school space are automatically given a waitlist number in the order that names are drawn. A student maintains his/her position on the waitlist until offered admission to the school, until admission is declined, or until the parents request the student be removed from the waitlist. Students applying to the school after the lottery is held in any year are added to the waitlist in the order of their application to the school. Mid-year admissions may be allowed on a space available basis.

Lottery Eligibility

To be eligible for the lottery, students must have completed the application procedure, which include:

- Attend a CATA Informational Session.
- Submit a complete Application for Admission be on file, including releases of information for school and school health records, and signed affirmation of student legal residence. Complete Interview with staff.
- Other information or supporting documentation as may be requested.

After acceptance, the student and parents are required to complete other school registration requirements prior to starting school, including but not limited to:

- Student Contract.
- Parent Contract.
- Emergency Contact Information.
- Immunization Record/Exemption.
- Health History.
- Medical Exam.
- Student Registration Forms.
- Student Skill Screening in Reading and Mathematics.

Note: Properly completing and submitting the application paperwork does not guarantee that a student will be accepted into CATA.

(p) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

Overview

Two of CATA's goals are 1) "To encourage and guide students to take responsibility for their education", and 2) "To nurture creative thinkers, independent learners and active citizens". Just as CATA expects students to learn to take responsibility for their education, there is an expectation that students will be accountable to the community for their behavior. Discipline will focus on assisting students to develop self-control, social responsibility, discriminating judgment, and consideration for others. Responsibility will only come from the opportunity to make decisions and to be held accountable for them. In order to become active citizens in a democratic society, students will need to be involved in meaningful decision-making. CATA students will be expected to participate in curriculum choices and other school matters, and it is CATA's intention to utilize peer mediation for students.

Code of Conduct

For CATA to be a safe and healthy environment, there will need to be agreed upon behavioral norms, or a **Code of Conduct**. Initially, this Code will be developed by the CATA staff prior to the opening of the school. However, an initial task of the CATA community will be to consider the Code, modify it as needed and approve it for adoption by all. The Code will be spelled out in the CATA Handbook developed by a committee from the CATA community.

In creating the initial Code, CATA staff will detail prohibited activities. Examples of these include:

- Dishonesty, including cheating and plagiarism.
- Act of violence towards another, including but not limited to: physical abuse, emotional abuse, bullying, and intimidation.
- Harassment, threatening, acting with reckless disregard for safety of others.
- Theft or unauthorized possession of school, personal or public property.
- Criminal or delinquent act, or disruptive conduct.
- Damage to, or destruction of school, personal or public property.
- Possession, use or distribution of: alcohol, tobacco, any controlled substance, or drug paraphernalia.
- Possession or use of a weapon of any kind.

The Code will spell out sanctions including:

- Restitution.
- Detention.
- In-house suspension.
- Expulsion.

Age-Appropriate Due Process Procedures for Disciplinary matters

CATA will comply with the current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils), RSA 194-B, III and with due process as spelled out in ED 317.04 (d). The CATA Director has the authority to suspend a student. The CATA Board of Trustees has the authority to expel a student.

As stated in RSA 193:13 II, students may be expelled for "...gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193 D-1, or for possession of a pellet or BB gun, rifle, or paint ball gun and the pupil shall not attend school until restored by the local board."

CATA will comply with RSA 193:13 III: "Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193 D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months." In these matters, the local school board will serve as CATA's Board of Trustees.

(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

Overview

CATA will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. CATA will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual audit and financial report will be provided. CATA has contacted Paula Daley DePlanche of Leone, McDonnell & Roberts, Professional Association, who has agreed to act as our independent auditor.

The CATA Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the financial status of the school. Philip Read is the current Treasurer of the CATA Design Team. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for Board members and faculty.

A payroll account will be set up for the exclusive use of transactions related to compensation, separate from accounts payable. The Treasurer and one other board member will have check-signing authority. The secondary person will be appointed by the Board of Trustees and will sign checks in the case that that Treasurer is unable to do so. In addition, a general (discretionary) account will be set up. The school's program coordinator as well as the Treasurer will have check writing and signing authority for this account. This account may have a limit set by the Board of Trustees. This limit will dictate that any check over an assigned amount will require two signatures. The Board of Trustees will also establish a maximum cap for discretionary expenditures.

Except for emergency purchases cleared with the school's program coordinator, all expenditures and contracts will be handled through the encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check-signing authority will be covered by a fidelity bond in accordance with the guidelines set by the New Hampshire Department of Revenue Administration. Accounting activities will

consist primarily of the weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due vendors of the school.

CATA shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V). This list includes: annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to Ed 318.07, CATA will provide an annual report which will include, at a minimum, the following elements that pertain to its fiscal accounts and reporting:

- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement.
- Financial statement and balance sheet identifying Charter School's assets, liabilities and fund balances or equities.
- Projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding.

Planning and initial start is anticipated for September, 2004 for the 2004-2005 school year. FY05 will be the first full year of operation with an anticipated enrollment of 40 students. The charter school is planned to increase one grade per year leading to an enrollment of 160 students (grades 9 – 12), during the 2007-2008 school year.

CATA will use funds provided from the post-charter implementation grant to fund start up costs including: refinement of planning; teacher and board training; marketing and recruitment of staff and students; administrative and financial set-up; purchase of furniture, learning materials, equipment, and services; provision of informational materials, technical consultation, meetings, presentations; and facility readiness.

Some of the items in the budget have been developed as follows:

- **Salaries, Teachers:** reflects the anticipation of full-time teachers to be hired, however these positions may be filled by a combination of part-time teachers as well.
- **Salaries, Tutor/Aide:** reflects an average wage of \$13/hour during a 40-week school year.
- **Salaries, Substitutes:** reflects a substitute salary of \$75/day. During the first year of operation, CATA will only use substitutes if both core academic teachers are absent in one day. It is expected that during the first year the Program Coordinator will substitute teach for absent teachers when at all possible.
- **Benefit Program:** reflects a \$4,800 "choice" benefit allotment per full time-teacher. CATA anticipates increasing this allotment to \$6,000 in the third year. CATA also anticipates that it will offer "choice" benefit packages for part-time teachers (who teach a 50% or more schedule) once it can financially support such a program.
- **Contracted Enrichment Programs:** may include Peer Mediation Training, Artists in Residency Programs and similar programs that the Board of Trustees and CATA faculty and staff find central to CATA's success.
- **Supplies:** reflects purchasing office supplies for students.
- **Textbooks:** reflects purchasing two years worth textbooks at \$8,000 per grade for the first year and one additional grade set the following two years. This will allow teachers and staff to have

text books for one year ahead of where they are currently teaching. During the first year, CATA will acquire the textbooks for freshmen and sophomore classes.

- **Computer Software, Licenses:** reflects purchasing these products for students, such as:
- **Special Education Liaison:** reflects a 0.2 position at the base rate of \$30,000. This position will increase to a 50% position during the third year.
- **Guidance Supervisor:** reflects a nonexistent position during the first year, a 50% position during years two and three, and a full time position at \$30,000/year starting in year four.
- **Nurse Services:** will be a contracted position.
- **Program Coordinator:** reflects a general increase in the yearly salary starting at \$30,000/year during the first year and increasing incrementally each year until the salary reflects a more traditional range for this position.
- **Technology Coordinator:** reflects that as the student population increases, so will the duties of the Technology Coordinator. This salary is based on a full-time rate of \$30,000/year. Therefore, a 50% position will pay \$15,000/year.
- **Arts Coordinator:** reflects that while the student population increases, so will the duties of the Arts Coordinator. This salary is based on a full-time rate of \$30,000/year. Therefore, a 50% position will pay \$15,000/year.
- **Administrative Assistant:** reflects a wage of \$13/hour. The total salary reflects a 40 week year during the first three years, which will increase to a 50 week year during the fourth year and each year following.
- **Benefit Program (Administration):** reflects a \$4,800 “choice” benefit allotment for the Program Coordinator. CATA anticipates increasing this allotment to \$6,000 in the third year. CATA also anticipates that it will offer smaller “choice” benefit packages to the Arts Coordinator and Technology Coordinator until the time they become full time position(s).
- **Computer Software and Fees:** reflects anticipated costs for administrative software to assist in keeping student records such as attendance, grades, portfolios, disciplinary measures, etc. These monies would also provide for Administrator’s computers to have essential programs such as Microsoft Office, Excel, Publisher, etc.
- **Supplies, Office:** reflects office supplies that will be used specifically in the administrative area.
- **Operation and Maintenance of Facility:** reflects projected costs during the first two years while CATA is housed at The Bell Center. Site location for the third (and following) year(s) will be finalized during the academy’s first two years. The finality of this decision will, in part, define the costs of operation and maintenance of facility.
- **Furniture and Equipment:** reflects the projection of purchasing furniture for students, teachers and administrators. This category also illustrates the intention of purchasing computers (student to computer ratio = 4:1) and computer accessories. CATA anticipates high expenses during the transition of facility between the second and third year.
- **Student Transportation:** reflects anticipated cost to have a bus run from Dover High School to CATA.

The following budgeted amounts are provided as estimates only to indicate how the school anticipates evolving from the start in September, 2004, through a full enrollment charter school:

CATA Proposed 5-Year Budget

CATA Revenue Source Budget – Year 1

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.

School Calendar

The academy will follow the Dover School District's 180-day calendar for the basic school year program. In addition, a 3-day additional program that precedes the 180-day program will be required for all new students and selected other students based on achievement progress.

A 15-day additional program that follows the 180-day program will be provided for students who wish to participate in advanced work and/or specialty workshops and classes. This program may not exist during the first one or two years of the school's existence. CATA intends to initiate a three-week summer program hosting specialty workshops and classes during its third year of operation.

Typical School Day

Commencement of the school day will be dependent on transportation arrangements, but proponents anticipate students arriving at approximately 8:00am where they will partake in breakfast and a morning meeting, with classes then beginning at approximately 8:30am. Scheduling of CATA courses will comply with required time standards for high school course credit.

- *A typical day will be as follows:*

DAY A	8:30 - 10:00	Block 1A (core academics)	1.0	Credit
	10:10 - 11:40	Block 2A (core academics)	1.0	Credit
	11:45 - 12:05	Independent Reading Time		
	12:05 - 12:40	Lunch		
	12:45 - 2:45	Elective	2.0	Credits
	2:45 - 4:00	Final Block (student activities, private lessons/instruction, community service, internships)	Opportunity for credits	
DAY B	8:30 - 10:00	Block 1B (core academics)	1.0	Credit
	10:10 - 11:40	Block 2B (core academics)	1.0	Credit
	11:45 - 12:05	Independent Reading Time		
	12:05 - 12:40	Lunch		
	12:45 - 2:00	Elective (same as Day A)	Continuation of 2.0 Credits	
	2:05 - 2:45	Independent Study		
	2:45 - 4:00	Final Block (student activities, private lessons/instruction, community service, internships)	Opportunity for credits	

* Minimum credits earned in one year = 6 credits.

Scheduling Blocks

This time is dedicated to the core academic classes. These classes will include English, mathematics, social studies (history, government, economics, etc), and science. These blocks may also include, but are not restricted to, foreign language classes, physical education classes, health/wellness classes, and other specialty electives such as sociology, psychology, current events, etc.

Independent Reading Time

CATA students and teachers will have an independent reading time every day. Research shows that students who read regularly improve their vocabulary and comprehension. Students will be allowed to choose reading materials that interest them and will be encouraged to find increasingly challenging books. This time is also required for teachers who will model independent reading. This will not be a time for homework or grading; this is a time for reading.

Meals

CATA will use meal times to strengthen the sense of community; students and staff will participate in the setting up and clearing for meals. A meals program will be developed by the Board of Trustees, and may include a decision to enroll in the National School Lunch program.

Electives

Students will have a common elective block each day. This block will be 2 hours on **Day A** and 1 hour 15 minutes on **Day B**. Electives will vary in length and duration. We expect most electives to range from one to two quarters. One elective class may spend 10 weeks working with a local theatre company to create, or put on a dramatic performance. Another elective class may spend each day in the computer science elective designing web sites or developing graphic art skills. Another elective class may spend Day “A” in a computer science elective and Day “B” in a fitness class for two quarters. Another elective class may spend a quarter studying tap dance, yoga, or cross country skiing. Electives may meet every day for one quarter or every other day for two quarters (one subject on Day A and a different subject on Day B). As a charter school we can hire part-time elective teachers from the community, such as local artists and technology professionals, to engage students and expand class options.

Independent Study

Students will have 40 minutes every other day to use as a study period, schedule appointments with their mentor or with teachers, to hold student government meetings, etc. This time will be used to further the goal that each CATA student will be an active participant in his/her education.

A 15-day additional program that follows the 180-day program will be provided for students who wish to participate in advanced work and/or specialty workshops and classes. This program may not exist during the first one or two years of the school’s existence. CATA intends to initiate a three-week summer program hosting specialty workshops and classes during its third year of operation.

Final Block

This is an extension of the school day. This will be a time for organized community service projects, school activities, club meetings, private lessons or instruction, and internships. This time may also be used for rehearsal time for scheduled concerts, recitals, fund-raisers, or performances.

(t) Provision for providing continuing evidence of adequate insurance coverage.

Pursuant to RSA 194-B:1, III, CATA will be a public school subject to the same protections as any public school under RSA 507(b) which provides for Limited General Liability for the charter school and its agents.

At this time the design committee is working with the Bell Center and its insurance carrier identify the types of insurance necessary to assure we have adequate required coverage, including, but not limited to, general liability for the charter school and its agents while leasing space from the Bell Center.

The school will maintain a business file of all documents including insurance policies, and evidence of continuing insurance in the administrative office of the school. All grants and contracts will be organized in a data management file, including start dates and end dates, and other pertinent information. These will be reviewed annually at the organizational meeting.

(u) Identity of consultants to be used for various services, if known.

The Design Team has been working with John Deziel (Ed.M., in Administration, Planning and Policy from the Harvard Graduate School of Education). John will continue to assist CATA with Governance, Policy and Accountability.

The Design Team has consulted Susan Hollins, Ph.D., S. Hollins Associates, Grantham, New Hampshire on the charter school application process.

The Design Team will continue to work with Sherrie Sheehan (B.S. General Special Education K-12) of Dover, NH, as CATA's Special Education liaison. Sherrie is currently a Special Education Teacher at Dover High School. Thomas Dunnington, Attorney at Law, and James Grew, Attorney at Law, have both agreed to work with and consult for CATA.

(v) Philosophy of parent involvement and related plans and procedures.

Parents of CATA students will be involved in the academy to the maximum extent possible and in ways that support success of the students and of the school. Initially parent involvement will include careful review of the school program, curriculum, and expectations for student assistance in deciding if the program is an appropriate choice.

Parents will be expected to attend a minimum of 4 meetings during the school year, including: parent/teacher meetings, CATA informational meetings, and open houses. Parents will also be expected to encourage the student's progress by working with the student and his/her mentor. Parents will be expected to support the student's endeavors to be a creative thinker, an independent learner, and an active citizen. Parents will be represented on the Board of Trustees.

Lastly, parents will be urged to volunteer 2 hours monthly in some capacity that shows commitment to the overall success of the charter school. A variety of options for volunteer involvement will be outlined so that a viable participation option is available for every parent.

Pursuant RSA 189-13a, CATA will designate one group of parent volunteers as the "designated volunteers" who "may be required to undergo a background investigation and a criminal history records check." There may also be a parent volunteer group that does not require a criminal history records check. The guidelines for these two groups will be determined by the Board of Trustees within the first 3 months of the school opening. The Board of Trustees will determine the process of parent volunteer criminal background checks and who shall pay for the criminal background check.

A volunteer policy will be developed to establish involvement from parents of every student during the course of the school year.

(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

To ensure all district residents have equal opportunity to apply to CATA, an extensive public relations effort will be initiated.

With cooperation, information will be sent through the Dover School District to students who will be entering the ninth grade. Information will also be distributed at other appropriate schools in the surrounding communities.

Press releases will continue to be submitted to area newspapers. Information packets will be available in regional public offices, town libraries and the Bell Center.

Upon approval of the charter, the CATA design team and the Bell Center will develop informational brochures describing the school, its mission, its approach to high school education, and the expectations and opportunities the charters school program intends to provide. Informational brochures will be distributed to businesses, arts organizations, parents, residents and school faculty. The Design Team may also place ads in local newspapers and other public mediums.

All information regarding CATA, including the Charter, all forms, news and updates, will be available on the school's website at: www.catanh.org.

(x) A global hold-harmless clause which states:

The charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(y) Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

If any provision of the charter agreement is determined to be unenforceable or invalid for any reason, the remainder of the charter agreement shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

(z) Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.

Upon termination of the Charter contract or dissolution of CATA, the Board of Trustees shall consult with its attorney and the Department of Education to ensure that all contractual and financial obligations are honored and appropriate technical assistance secured.

- ***Dissolution plan:***

- The Board of Trustees will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
- The Dover School District will be offered any remaining property. Items the School District does not want will be sold or consigned in the most beneficial manner, with the proceeds reverting to the Dover School District.
- All property personally or individually owned by the employees of the CATA shall be exempt from distribution of property as described above and shall remain the property of the individual employees. Staff property includes, but is not limited to albums, curriculum manuals, personal mementos and other materials or apparatus that have been personally financed or acquired or personally developed by teachers and staff.
- All outstanding debts and encumbrances for which CATA is legally liable will be properly settled with the creditor of record. Under no circumstances will the Dover School District be liable for any obligations of the dissolved CATA.
- CATA will coordinate any planned or voluntary bankruptcy filing with the Dover School Board to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to the Dover School District.

